DOCUMENT RESUME

ED 181 150 UD 020 085

AUTHOR Kaeser, Susan C.
TITLE Orderly Schools that Serve All Children: A Review of Successful Schools in Ohio.
INSTITUTION Citizens' Council for Ohio Schools, Cleveland.
SPONS AGENCY Sherwick Fund, Cleveland, Ohio.
PUB DATE Jul 79
NOTE 44p.: Photographs may not reproduce clearly
AVAILABLE FROM Citizens' Council for Ohio Schools, 517 The Arcade, Cleveland, OH 44114 ($3.00)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Demonstration Programs; *Discipline Policy; *Dropout Prevention; Dropout Problems; *School Organization; *Student Motivation; Suspension; Teacher Role
IDENTIFIERS Ohio

ABSTRACT

Large numbers of school age youth in Ohio are not in school, sometimes because they lack motivation, in other cases because of misbehavior or attendance problems. This report examines school motivation and discipline problems and describes how a small sample of Ohio schools have worked to create orderly schools where children are motivated, attendance is high, suspension is not relied on to create order, and children are learning. It is reported that the experience of these schools indicates that discipline does not have to be an overriding crisis in public schools; that the racial or economic characteristics of the student body of a school do not determine whether things run smoothly or not; that excluding large numbers of children from school does not need to be the standard practice; and that expensive special programs are really not the place to look for solutions. Two basic approaches to school motivation and discipline problems are reported as notably successful in these schools: one adds special programs for children who exhibit discipline and motivation problems; the second prevents problems by attending to the details of providing quality education throughout the school. (RLV)

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UD020085

A Report of the Citizens' Council for Ohio Schools

The Citizens' Council for Ohio Schools is an independent statewide organization devoted to raising public awareness and understanding of major issues in elementary and secondary education and supporting constructive action in dealing with them.

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ORDERLY SCHOOLS THAT SERVE ALL CHILDREN

A Review of Successful Schools in Ohio

A report of the
Citizens' Council for Ohio Schools

Prepared by
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July, 1979

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What We Learned

The Citizens' Council began this study having analyzed in great detail a mass of statistics about attendance, suspensions, and dropouts. While the statistics convinced us that too many children were out of school some of the time, they did not help us understand why or suggest solutions. Some school officials were critical of our report for being one more attack on public schools. A few told us that there was nothing to be done about low attendance and high suspension and dropout rates in areas with high concentrations of poor children. Both reactions prompted us to ask our staff to visit schools and find out more.

We now understand some of the many reasons why children are not in school, and we have thoughts about solutions. Changing the troublesome attendance and discipline statistics is difficult, but we now totally reject the notion that nothing can be done. The schools and programs reported in this document are our evidence—a few examples of what is already being done. We believe there are more.

While this book is powerful anecdotal evidence to support the findings and conclusions offered below, it does not have tucked within it "the answer" to attendance and discipline problems. It does, however, suggest a direction, a framework for thinking about school participation, and the set of variables that must be influenced if changes are to occur. The Citizens' Council will encourage further thinking and action on all of these matters.

The schools we visited shared a number of qualities that have significant implications for solutions:

1. Discipline was not an annoying distraction from education, but a crucial part of teaching. Teaching alternative behavior was seen as the aim of discipline in these schools rather than simply punishing bad behavior.

2. None of these schools sought new forms of punishment. When students misbehaved they responded with the standard practices of detention, work details, elimination of privileges and thinking and writing about better behavior.

3. Some of these schools have long lists of rules for students; others have short lists. What they have in common is that the rules are clear to everyone in the school; they are believed fair; and they are perceived to be fairly applied.

4. These schools do not use out-of-school suspensions for class cutting, tardiness, and truancy. School administrators indicate that this punishment does little, if anything, to deal with those symptoms of limited motivation. Instead, a variety of methods are used to approach motivation problems ranging from in-school suspension with counseling and assistance to total curriculum reform. If other schools adopted these methods, about one-half of all out-of-school suspensions could be eliminated.

5. The attitude of school administrators in these schools toward children was a mixture of love and firmness. All talked of meeting children's needs; none suggested children should run the school. All talked of listening; none suggested doing whatever anyone asks.

6. The administrators of these schools expected much of parents just as they expected much of teachers and students. Their expectations were usually met. Parents were welcome in the school, and when students misbehaved repeatedly or seriously, parents were expected to help solve the problem. Parents were asked to help in developing a solution to the behavior problems; they were not accused of failing to keep their children in line.

7. Some of these schools sought to draw parts of the community into the school rather than close the school off from the community. Professionals from community agencies or universities were called upon to help.

All of these schools shunned security guards in favor of more educators, counselors, administrators, and community agency resource people.

These common characteristics suggest the following conclusions:

1. School attendance and discipline problems can be solved; however, there are no panaceas. A variety of approaches work at a variety of grade levels. They are described in some detail in the body of this report. The examples here do not exhaust the possibilities.

2. No new special program needs to be launched. Effective responses lie within the basics of providing good educational experiences for children.

3. Since attendance and discipline problems are the most acute in secondary schools and comprehensive approaches are the most lacking here, more attention needs to be directed to rethinking the education of adolescents. This can be done as the State Department revises minimum standards for secondary schools over the next two years.

4. Administrators were the key to making these schools work well. They had several important management skills. They were able to build teams of people—parents, other administrators, teachers, and students—to solve problems. They communicated clearly with a variety of different audiences. They worked well in groups, were not afraid of conflict, and were good negotiators. It is not necessary to clone these good principals. Many of their skills can be learned; they suggest a curriculum for administrator education in college and on-the-job. One essential part that cannot be taught is an unthreatened openness to the needs, hopes, fears, and angers of teachers, parents, and children. To the degree that unthreatened openness comes from being a professional who is confident of his or her abilities, better education for administrators will help. Otherwise, hiring criteria for these positions need to give priority attention to these skills.

5. Adequate and stable financing of Ohio school districts is essential for many reasons but it is a very important element of maintaining the high staff morale essential to orderly schools. Since there are no financial rewards for effort or success in the classroom, other benefits like security on the job, predictable raises to meet cost of living increases, and supportive administrative leadership become even more significant in maintaining teacher morale and holding on to good teachers. While much can be done to improve administrative leadership and to provide in-service training and support, a secure financial base for Ohio's schools should also be sought as a way to improve the performance of school professionals.

6. Adequate resources to schools at the building level are a necessary ingredient for solutions. In each of the schools in this study the equivalent of at least one professional other than the

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principal, assistant principal, and classroom teachers made a difference to the school's ability to work on problems or stimulate participation. In some cases the additional professional help came from other agencies serving youth. Funds to these other agencies to help children in schools as well as additional funds for schools may be useful. It may also be possible to reallocate personnel within some school districts to increase the number of professionals in school buildings without increasing expenditures. In a few cases, increasing resources at the building level may be cost free. In most cases, it will not.

7. Size of school seems to be an important factor to consider. Elementary schools are usually under 800 students. Smaller secondary schools (under 1,000) are inherently less prone to attendance and discipline problems. It is harder for a child to be anonymous, easier for teachers to individualize, and simpler to manage staff and resources. Larger secondary schools (over 1,000 students) which are orderly and interesting places to be are creating the inherent characteristics of smallness within their largeness. They are divided into schools within schools or children are assigned to a group of 100-150 with whom they are involved most of the time. Smaller secondary schools may be more expensive than current secondary school operation but perhaps not that much more expensive than a properly staffed large secondary school. As schools are closed throughout Ohio in the face of enrollment decline, the benefits and costs of smaller secondary schools should be carefully analyzed.

Every word of this report to the Trustees of the Citizens' Council and the photographs that illustrate it reflect not only Susan Kaeser's considerable skill, but her commitment to the proposition that we are, all of us, responsible for the children of this world. The Carnegie Corporation of New York, the Mary Reynolds Babcock Foundation, and the Edward W. Hazen Foundation supported her work. The Sherwick Fund supported the publication of this book and its distribution. We are grateful to them for their confidence and to the Ohio educators, parents, and students whose lives and skills are written about within.

Rowland C. W. Brown
Chairman of the Executive Committee

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Director

Introduction

Large numbers of school age youth in Ohio are not in school. Sometimes they are absent because they lack motivation. They decide to stay away from school for short or long periods of time. Some drop out completely. In other cases, the schools have excluded them because of misbehavior or attendance problems. This frequently discourages further participation.

Whatever the reason for their absence, when children are out of school it is a serious education problem. It bears directly upon the student because time spent in learning tasks greatly affects student achievement. Furthermore, if schools are to function effectively children need to attend on a daily basis.

The Citizens' Council for Ohio Schools documented the extent to which children are not in school in the 1976 publication, *Children Out of School in Ohio*. Subsequent review of the data indicates that the problems are not getting better. The data show:

1. Absenteeism is high. Daily, about 8 percent of the students enrolled in Ohio schools are absent. In most districts absenteeism tends to be higher in secondary schools than elementary. Absenteeism is the highest in secondary schools in large city school districts. The overall absence rate for city secondary schools is about 12 percent and some urban senior high schools have a 30 to 40 percent daily absence rate.
2. A large share of students in all types of school districts are out of school because they have been temporarily suspended from school for misbehavior. According to 1972-73 data for a sample of 82 Ohio districts, 24 districts suspended more than 10 percent of their secondary students, four of these districts suspended between 15 and 20 percent of these students and another four suspended more than 20 percent of their secondary students. The highest district-wide rate was 32 percent. Although five of Ohio's six largest districts suspended more than 10 percent of their secondary students, the three highest suspension rates were found in smaller city districts that enroll between 7,000 and 9,000 students. There are individual schools in Ohio where as many as 70 percent of the students are suspended each year. According to 1975-76 data, suspension rates increased over the 1972-73 rates in four of the five big city districts with high suspension rates. There is little evidence that schools are relying less heavily on suspension.
3. As the most serious punishment, suspension is generally reserved for the most serious misbehavior. In many schools and districts it is not used in this way. A review of suspension by reason in a few districts with high rates suggests that about half of the suspensions are for absence, cutting class, or tardiness, and another 40 to 50 percent are for other non-threatening types of behavior.

4. Minority students in integrated schools are especially susceptible to suspension and are the most frequently excluded for non-threatening offenses such as absenteeism and failure to comply with authority. Suspension rates for black secondary students are often two and sometimes three times higher than the rates for white students.
5. Many students are repeatedly suspended. In some districts more than 5 percent of the students are suspended more than once.
6. Many school aged youth, an estimated 3 percent in 1972-73, are not enrolled in school. They are students who dropped out before completing 12 years of school, or children who never enrolled because they slipped past the system, or had handicapping conditions and were not encouraged to participate.
7. Despite declining enrollment in Ohio, the number of students dropping out of Ohio schools is increasing. A reported 34,796 students prematurely left school in Ohio in 1977-78, an increase of more than 1,000 students over the previous year. Enrollment declined during the same period by about 70,000. While some districts, both large and small, have experienced slight improvements in dropout rates, for the most part the net increase in dropouts is spread through a variety of districts, many of which have also experienced enrollment declines. The large cities, however, continue to have the most serious dropout problems. While big city enrollment constitutes 18 percent of all students in the state, about 34 percent of the dropouts are from big cities, almost twice the expected rate if the problem were equally distributed among all districts.

If the potential for student achievement and access to the benefits of public education are to be realized fully, children must be in school. The degree to which they are absent varies considerably by school and district. Many factors contribute to the existence of school participation problems including the way education is delivered. Because the school is a crucial ingredient over which there is some ability to exercise control it is an important place to start to find solutions. The Citizens' Council, therefore, chose to look for the things that schools can do to improve school participation. To do this we visited a variety of Ohio schools where participation is good and order is not a serious problem.

This report examines school motivation and discipline problems and describes how the small sample of Ohio schools that we visited have worked to create orderly schools where children are motivated, attendance is high, disciplinary exclusion is not relied on to create order, and children are learning. Because of the severity of problems in large and medium size districts, this study focuses on successful schools in these settings. It also includes a few examples from suburban districts.

PUBLIC

The Discipline Problem: What Are We Talking About?

There is widespread concern that schools are suffering from serious discipline problems. While there is general agreement that discipline in schools is desirable and the absence of discipline is problematic, this is the end of agreement about the exact nature of the discipline problem.

Some of the commonly identified problems include:

—truancy, class cutting, and tardiness. At a recent school discipline meeting sponsored by the National Association of Secondary School Administrators, 59 out of the 60 administrators present identified these motivation problems as their most serious discipline problems. They affect the largest number of students and punishment does not change the behavior.

—violent acts and vandalism committed by youth, in or out of school. Teacher assault is one especially significant category of violent behavior. Media coverage of student conduct focuses on this shocking behavior which affects a small minority of students and schools but has had a profound and frequently debilitating effect on the attitudes of teachers, students, and the public toward school and children.

—small but irritating behavior which distracts educators from teaching. Research suggests that minor problems (chewing gum, moving in the classroom, talking, refusal to follow teacher's directions, scuffles between students) stimulate the bulk of disciplinary responses from principals and teachers.

—adult behavior and fair treatment. Many students, advocates for children, education researchers and parents are concerned about how well the school runs and the ways adults use their authority in the schools. They are concerned that administrators and teachers at times act out of convenience rather than commitment to serving students, which results in inappropriate or damaging punishment and sets a bad example for students about the use of power.

In some schools all of these problems exist and the cummulative effect has meant bad experiences for students and adults and bad press for education. In other schools, the discipline problems are much less severe, but no less in need of attention. Solutions require a willingness to sort out the problems and provide proper responses to each of the contributing factors.

The Siege Mentality and Barriers to Solutions

In many medium sized and large cities especially, discipline has become a consuming issue and a siege mentality has developed about children and schools. In some cases the public is hostile towards children and schools, and children are hostile about education and educators. There are despairing teachers and administrators. Many educators resign themselves to an unrewarding police role. Stricter discipline codes are written, more children are put out of school in efforts to create order, and educational dollars are spent on security guards. The children for whom the education system exists have become the enemy.

While these responses fail to educate and frequently fail to provide the desired order, many people feel that schools have no other choice. Deteriorating families, uncooperative and disinterested parents, deep social ills, seriously disturbed children, the lack of financial resources, and erosion of the school's authority are frequently offered as explanations for the problem and why educators are powerless to make schools better places that serve all children.

The social and individual problems that face many children and affect public education do not have to mean that the school will be ineffective. Schools are a potent force in the lives of children and have tremendous resources for working with all children. There are too many schools that work effectively with children under the same set of constraints to justify the failure by so many

schools to create order and the dependency in so many cases on excluding a large share of students as the way to create order.

Hazardous schools are neither acceptable nor necessary. Students, educators, and the public deserve schools where teachers function as teachers and children participate, grow, and learn. There are many schools in Ohio serving a varied population where order prevails and disciplined and motivated students are engaged in learning. It is possible to improve public education so all children may benefit.

The Study

This study focuses on policy and personnel at the building level. While school district policy and leadership, federal and state laws, finances, and many other factors affect a child's educational experience, public education is delivered in classrooms in schools. Most of what happens to children in schools happens between the child and the teacher or the administrator at the school building. This is especially important in the areas of discipline and student motivation.

During the fall and spring of the 1978-79 school year, Citizens' Council staff visited 30 schools in 16 Ohio districts including the largest cities and a number of smaller cities and suburbs. We reviewed data and talked to district administrators and board members, education professors, teachers, parents of public school students, newspaper reporters, and foundation and union personnel in order to identify schools to visit. We excluded schools that depended on large federally funded programs to create solutions.

We went to schools that serve all age groups, students from a variety of economic and racial backgrounds in single race and integrated schools, and students whom many have assumed are neither interested in learning nor capable of behaving well. Many of the schools had experienced serious problems at one time, but have been turned around. We talked extensively with more than 80 administrators, counselors, teachers, and students, and visited classrooms, cafeterias, and halls. We found some excellent schools that indicate that discipline, order, and high levels of participation are not too much to ask of public education. A sample of those schools is described in this report.

How Successful Schools Address the Problem

The educators we talked with don't claim full success with every student, nor do they claim to have found the single answer that should be adopted by all other educators. They strive to make their schools an important part of the lives of the children with whom they work and they do so in a number of ways that reflect individual styles and talents.

While school discipline has at times been a sensational issue, the solutions that these educators offer are anything but sensational. They are, nonetheless, inspiring. For the most part, neither new forms of punishment nor expensive special programs are seen as the answer. When the schools have adequate resources the existing talent within the school, focused on the details of making education work, results in orderly schools and motivated students. These educators are successfully carrying out basic and sound educational practices, and are finding rewards in positive student and faculty behavior. Some basic elements of their efforts include:

Commitment to serving all children. The need to serve all children is an overworked and under realized axiom of public education. When school personnel believe that all children can learn and that they can behave, both teachers and students respond. The creativity that exists in teachers and administrators is released and all kinds of options are provided to meet the individual needs of students. This responsiveness prevents many problems and leads to solutions to those problems that persist.

Strong building leadership. Building administrators set the tone for student and faculty behavior. They do much to demand that all children are served, and to provide the guidance that makes it possible to do so. They can be the key to releasing the creativity that exists among educators and making parental involvement effective. An adequate supply of administrators at the building

level who are strong leaders is crucial to quality education.

Attention to problem solving. When students misbehave or stay away from school it is a symptom that the school and/or the child has problems. Therefore, punishment is rarely a sufficient response when students misbehave or are absent from school. More productive responses are those that focus on solving problems or helping the child cope with problems that underlie the behavior and strengthen the child's ability to be responsible for his/her own behavior.

Tireless commitment. Conditions in schools are always changing. A school that is doing well today may deteriorate at any time if constant attention is not given to maintaining the quality of the curriculum, instruction, teacher performance or student behavior. The job is never done. Tireless commitment to excellence and relentless attention to detail, not a stock set of programs or new and better punishment, make schools workable and keep them that way.

Some Interesting Ohio Schools—Case Studies

ELEMENTARY SCHOOLS

Attendance rates tend to be uniformly high for elementary schools and suspension is rarely used. Serious discipline and motivation problems generally are not expressed until the student enters junior high or high school. The elementary years provide the foundation for later school experiences, so it is especially important to provide an effective educational experience at this point in the student's career.

We were happy to find some very comprehensive approaches to providing quality elementary education, motivating students and promoting self-discipline. Two alternative programs within the public schools, Douglas Elementary in Columbus and the magnet IGE program at Longfellow in Dayton, exemplify the most innovative efforts. While Douglas and Longfellow have special curricula which make them unique, these schools are successful because they pay special attention to the basics of quality schools: school organization, principal-teacher relationships, and working openly with parents and students. Prospect in East Cleveland and Windsor in Columbus are more traditional schools but they address the same issues. The four schools together illustrate a variety of ways in which schools can motivate students and create order.

Douglas Elementary School—Columbus

"Please continue to stress attendance with your kids. We need to help them feel missed when they're not here. Also stress what activities they are missing," reads one of principal Kay Feike's announcements to her staff. This is typical of the school's approach to problems. The staff is given a large share of the responsibility. Their resources are the educational program and an approach to kids which focuses on student needs.

There are about 400 students enrolled at Douglas, half of whom are low income black children from the Douglas neighborhood. The other half are white children from a variety of income levels and Columbus neighborhoods who are bused to Douglas to participate in the special curriculum.

Douglas is considered an alternative school. Education is offered in the open classroom setting by teams of teachers assigned to five learning areas. Instead of an assistant principal, Douglas has a curriculum coordinator, Bob Leonard, who explains: "We want children to feel that it is more fun to be here than to stay at home." The city is the central theme for educational activities. The school also has the benefit of a physical education teacher and an arts impact team, four part-time teachers who provide instruction in art, drama, music, and dance. Another major element of the Douglas approach, the unbudgeted element, is that parents, teachers, administrators, and students share responsibility for a productive and orderly school where the needs of children come first.

"With parent support you can do anything," observes Gene Norman, the guidance counselor at Douglas who has been instrumental in putting the notion of shared responsibility into practice.

"You cannot underestimate the importance of an open building. The school must be open to any parent at any time. This is the most important thing you can do to involve parents," says Feike. Parents are encouraged to visit the school at any time, and many do. They come to talk, to help, and to participate in the special activities that are always happening at Douglas.

The other key, says Feike, is to be able to accept angry parents. "You must be able to listen to what they are saying and be able to respond." Most of Feike and Norman's first year at Douglas was spent meeting with parents and students, explaining their approach to education, and providing help where possible.

"We have developed a feeling of trust with our parents. They know their kids are safe here and that their help is needed to work out problems," says Feike. She is pleased that the school rarely has trouble getting a parent to respond to

any request for help in working with children and that parents feel free to ask the school for help with a wide range of problems.

Douglas is run by participatory management. Teachers and administrators share responsibility for administrative responsibilities, educational and program planning, and parent communication. Teachers work in teams and each team has a leader. The principal and curriculum coordinator periodically meet with team leaders to pass on administrative tasks, and meet weekly with each team to set action goals for their program for the next week. Teachers are also expected to work with parents and to help children work on self-discipline. This is an important responsibility which Feike is anxious to share with those who work directly with the children.

Shared responsibility is also key with children. "We want our children to take responsibility for their learning and their behavior," explains Feike, who admits, "it is not always easy to live with children who are independent."

A section of the student handbook, written by three sixth graders at Douglas, illustrates the responsibility which children have:

> *Teachers in this kind of school believe that their job is to make it fun to study and work; to give the kid facts and things to learn with; and to help students try very hard to get all they can out of school. Teachers know that they can do these things for us, but only we can do the learning. The other special thing at Douglas is the way we feel about discipline. It is the job of every kid to behave at all times so that the kids will not only learn more but also will not stop the other kids from learning.*

According to the rules at Douglas, a student who writes on a school wall or desk violates the rights of others to learn in a clean and neat environment. The natural consequence is to clean up the mess. Students who misuse their privileges in the school may be deprived of those privileges. Students who fight must sit together until they find a better response to working out their differences. "It may take all day," observes Feike who often accommodates these children in her office, "but they find a solution. We can wait. This teaches them very early that there are other ways to resolve their problems. We are helping children to verbalize their anger and frustration and thereby find better ways to act."

In some cases the child does not learn from the first fight and gets in trouble again. In these cases a meeting is held with the parents to find a strategy to end the behavior. The plan may involve the student leaving school for the day to think quietly, to write, or to talk with parents about what happened.

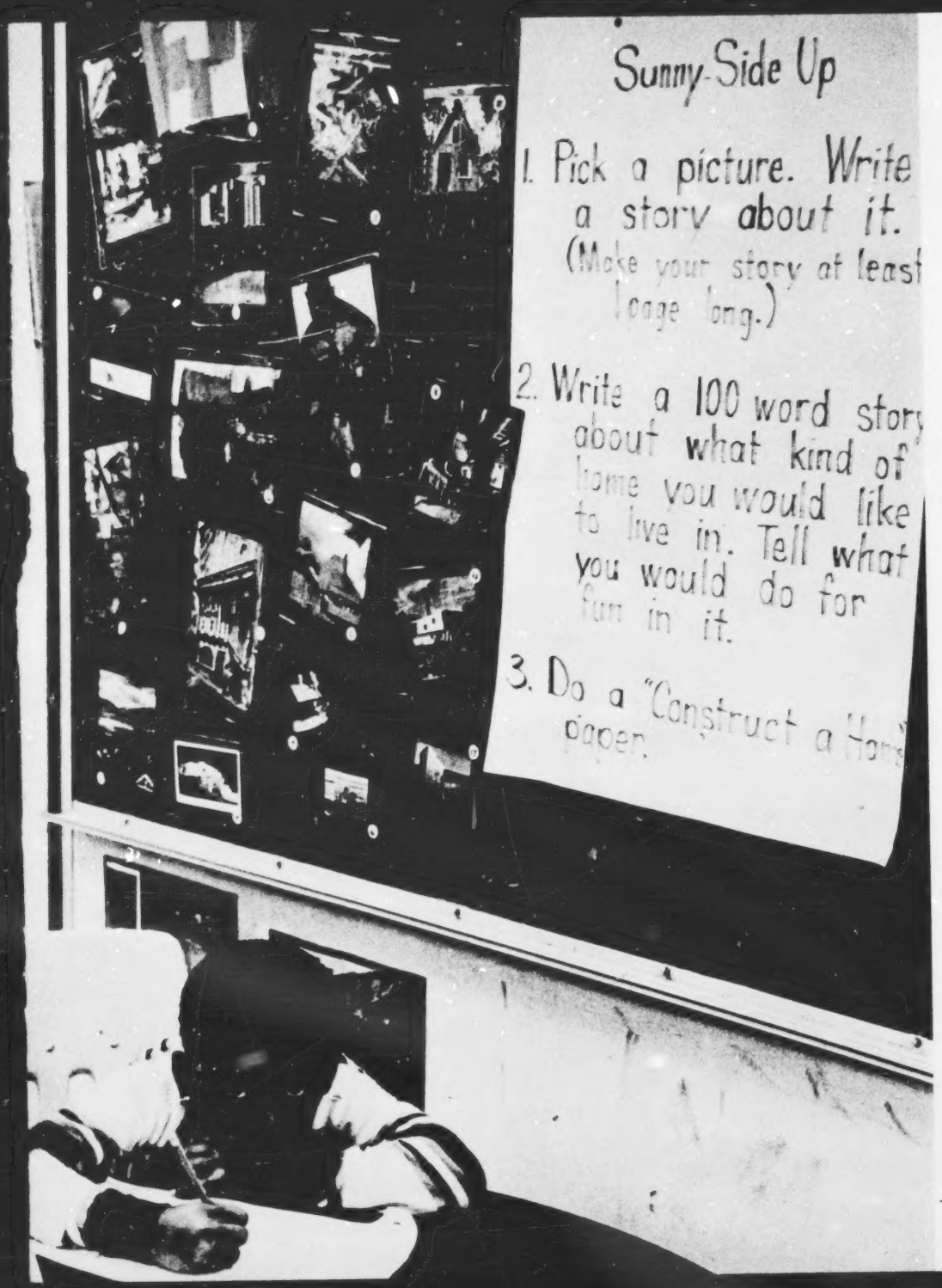
Feike admits that the Douglas approach to discipline is time consuming, but rewarding. The hours of adult energy spent helping children to take responsibility for themselves and the effects of their behavior on others, to be aware of their feelings, to find constructive solutions to trouble, have payed off. In her third year at Douglas, less than an hour of Feike's day is spent on student behavior. Children have learned to act responsibly and resolve their differences in constructive ways.

"Kids are good. Given the opportunity to grow and a positive atmosphere they will grow. When their needs are met, they can be trusted and will be responsible," says Feike. This has been central to the whole approach to education at Douglas. It has payed off in high attendance, excitement for learning, independent students, involved parents and reduced behavior problems.

Prospect Elementary School— East Cleveland

"Kids need to know who you are," is Elvin Jones' opinion.

Jones is principal of Prospect Elementary School in East Cleveland. Students know a lot about him: he holds a doctorate in education and a law degree, plays football in the East Cleveland adult league, and likes kids. Prospect students are anxious to talk with him, shake his hand, or collect a hug from him as he circulates through the halls, cafeteria and classes. Children look forward to the chance to read to him when they learn how to read and to listen to him when he visits their classes, a daily occurrence.



Sunny-Side Up

1. Pick a picture. Write a story about it. (Make your story at least 1 page long.)

2. Write a 100 word story about what kind of home you would like to live in. Tell what you would do for fun in it.

3. Do a "Construct a Hom[e] paper.

"If you extend yourself, kids can appreciate you," says Jones who knows the names of all 900 children enrolled in this 98 percent black school where many children come from low income or two worker households. Attendance is high at Prospect, more than 96 percent, and only one student in two years has been suspended. Jones occasionally uses the paddle.

"My priorities are to educate children and make them feel good about themselves," says Jones. "With these priorities we are willing to go the extra mile to work with the child. It keeps us from fighting children and making discipline the issue."

"Adults do not need to be punitive with children in order to have order. Kids can love and enjoy you and will respond to who you are", says Jones. Developing a trust relationship with children by caring for them is key to working effectively with students. "If students know you are concerned and that you want change for a good reason, they will want to do it for you. They want to keep that friendship," says Jones. Although he has two assistant principals, Jones handles most discipline problems himself.

According to Jones, "Children can't learn out of school. There are no problems that we can't deal with in some way right here in school." With this attitude he prefers to use work details, conversations with students, essay writing and other kinds of responses that make the child think about alternative ways of solving problems. He also relies heavily on parents to help resolve problems and draws on the variety of resources that exist within the East Cleveland school system if a student has serious problems.

Adults must be careful in the way they handle discipline at the elementary level because it serves as a lesson to students about fair treatment, trust, and the use of authority. This philosophy leads Jones to some basic guidelines for discipline. First, adults must help students develop self-respect and self-discipline. Adults in the school setting must reinforce good behavior and constantly help students know what is expected. Second, if a student misbehaves the adult must be sure not to over react. Jones is also concerned that his students learn to be honest when they make an error and that their honesty produces solutions. Adults must react constructively to student honesty.

One part of discipline for Jones is working with students when they misbehave. The other important part is to prevent the problem all together. "Many problems stem from teachers

who are not organized or are ill prepared for class," says Jones.

The fact that Jones has final say in who teaches at his school means that the quality of instruction and education reflect on him. This provides him with a strong incentive to make sure that his staff is doing a good job. He spends much of his day visiting classrooms, encouraging teachers to do their job, and letting them know that he cares how they are doing. He feels that change depends on teachers who are open to help.

While Jones visits classes daily and oversees classroom activity, he relies heavily on Assistant Principal Cathy Whalen's expertise for developing a strong curriculum and improving instruction. "She is the light which allows the new and old teachers alike to function well," says Jones. Because Whalen handles many of the curriculum, in-service training, and staff evaluation functions for the school, Jones is able to devote time to working with individual students and teachers in the building.

Children at Prospect wear T-shirts that read, "Prospect—Where Quality Is A Must". The same sign appears on the door to the office. This expectation is translated to staff and students alike.

Longfellow IGE School—Dayton

"School has to be a place where kids want to be," says Greg Caras, principal of Longfellow, an elementary school that serves grades four through eight in Dayton. Students want to be in schools where they "feel comfortable and not frustrated with class. No one wants to be a loser," says Caras.

The school has a 95 percent attendance rate, the second highest in Dayton, and no one has been suspended in the last three years. If statistics are any indicator of the desirability of a school, Longfellow is a place where kids want to be.

During the 1978-79 school year about 650 students from all over Dayton decided to attend Longfellow and to participate in the Individually Guided Education (IGE) program. Of these students, 59 percent are black.

Longfellow's approach centers on knowing students. For example, explains Caras, "the IGE program fits the curriculum to the student, not the student to the curriculum. Most people think IGE is unstructured. In fact, it is highly structured, because we must know where everyone is academically."

The organization of the school appears to be unstructured because there are no bells and schedules are flexible. These administrative elements of the building allow for the educators to tailor the education to the needs of the individual.

The curriculum requires the school to know exactly what academic skills and weaknesses the students possess. Students are evaluated upon entry at Longfellow and grouped by ability for math and reading. Classes are multi-aged and non-graded so that if a student is chronologically in seventh grade but doing fourth grade work instruction is related to his fourth grade needs. Similarly, students who are in eighth grade but capable of doing high school work are able to pursue that.

Other elements of the Longfellow program that focus on knowing kids are the advisory period and learning community. The daily half-hour homeroom period has been replaced by an advisor period where each teacher meets with a multi-aged group of children. The student sticks with the same advisor/teacher throughout his/her career in the school while taking classes from a variety of teachers. This gives the student a social group which eases the transition to the school. The advisor also becomes an advocate for the student, a person whom the student and parent can approach when there are problems, someone to welcome parents in the school, and someone the student can depend on at school.

In addition to the advisor period, students are assigned to "learning communities." Five or six teachers are assigned 150 to 170 students from two or three grade levels. The instructional needs of the students are met within the learning community. Much of the scheduling and programming for the student in each learning community is determined by the staff within that community. General governance of the school is accomplished

through the Planning Improvement Committee, made up of the teacher-leader of each learning community, Caras, and the assistant principal.

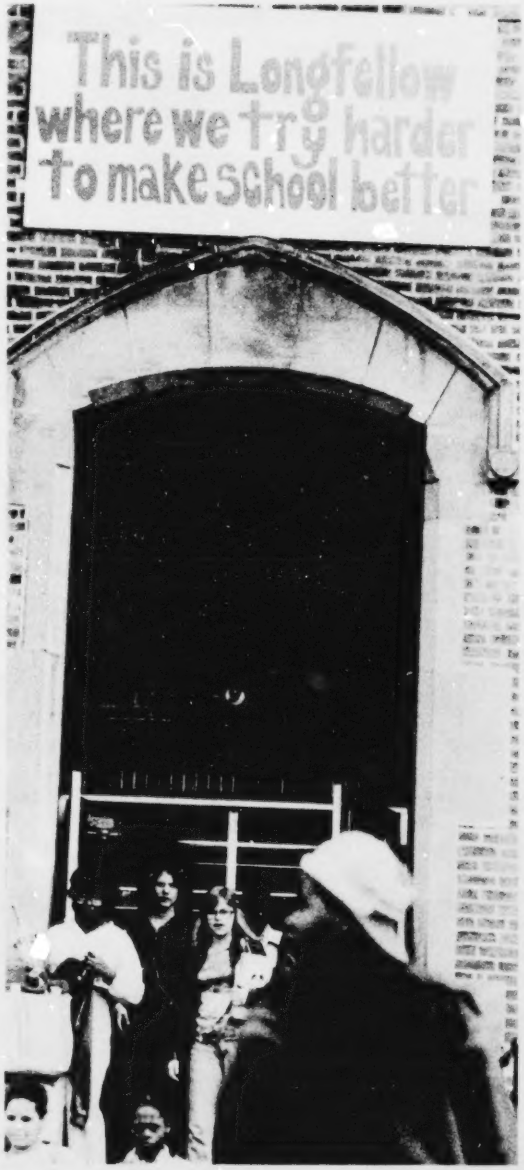
The team organization has benefits for teachers and students. "With a team," according to Caras, "you can't hide." Teachers challenge each other to do their best and to learn from each other. The team allows for more chances to succeed with each student because there are a variety of teachers who can relate to any individual, one of whom may be successful. When children have problems, the team is an excellent resource for finding solutions.

Despite all of the efforts to prevent problems by organizing the school in a humane way and challenging students academically, some students misbehave. The responses to misbehavior reflect Caras' philosophy, "our job is to help kids, not suspend them. There are things you can do to work with problems but they take time."

Although Caras has not thrown away the paddle, he cautions that great care must be taken in using corporal punishment. In most cases, counseling, detention, parent conferences, and deprivation of privileges are effective. He feels that in schools larger than his it would be difficult to take the time to work out constructive responses to misbehavior, but in his school he is able to invest the time to help children learn better ways to resolve their problems and to learn self-discipline.

Caras says there are 10 to 15 students at Longfellow who have some serious problems and chronically have difficulty handling the school day. He also has the responsibility to challenge and involve this small group of hard-to-reach children. His approach is to find things for these students to do in the school that make them feel part of the school, preserve their self-esteem, and keep them there and involved.

Caras is proud that he knows his kids and that this knowledge is at the heart of making a workable place for these children, whatever their level of accomplishment and their behavior problems. He is proud of his school and summarizes why it works so well: **"We treat kids well and they treat us well."**



Windsor Elementary School—Columbus

"My role is to do everything possible to promote a positive atmosphere in the school," explains Lee Hall, the guidance counselor at Windsor Elementary, a school located in a low income housing project that serves poor black children.

Five years ago when Hall started at Windsor the school atmosphere was terrible. The principal's day was spent paddling kids and Hall's day was spent as a glorified babysitter.

"The best thing I could do for order was to take care of the 12 worst kids. I knew there was something more I could do," remembers Hall, who now works at Windsor part time because of budget cuts in Columbus.

Today the crisis and the paddle are gone; Hall has an active developmental guidance program and spends three-quarters of her time in classes. The change began when the school staff decided to teach their children skills for listening and expressing their feelings applying the techniques of the Glasser Circle.

"The Circle keeps people on track, both teachers and kids. It allows people to interact in an informal way; it is a place to share ideas where each opinion is valued and equal. It may be the only time that a student is never wrong, and they look forward to it," explains Hall.

To begin, extensive attention is given to the skills for listening and sharing. The Circle may then be used for conversations on a number of personal issues or problems which the group can solve. The process promotes self-respect. According to Hall, "what we try to do in the Circle is the goal of education: to get students to think for themselves."

The Circle has set the tone that students must be responsible for their own behavior. Instead of paddling students who misbehave, they are taken aside to think about what happened and to learn more appropriate ways to act. For those few cases where this response does not solve the problem there is a time out room where the student may retreat from regular classes until ready to participate. Hall and social work students staff the time out space, and help the student figure out what behavior would be more desirable next time.

During Hall's first year at Windsor a new teacher who had serious problems controlling her

class asked Hall for help. Together they began to use the Circle. It changed everything. This teacher's success convinced other teachers that there was something to be gained. The staff decided to learn the technique and applied for a $2,500 grant to hire consultants to provide training. Each staff member volunteered their time to participate in the week long training. Now every teacher spends at least one class a week and as much as one class a day in the Circle.

"You don't make it without the teachers," insists Hall when referring to the success of the Glasser Circle program. They are the reason the program took hold and is effective.

Since the Circle is such an effective approach with students, the teachers have also adopted the technique for working out many of their own problems. Hall has organized regular circle meetings with the staff where, as a group, they decide directions for their activities and their school. It is important to faculty for the same reasons it's important to students: everyone is heard and each person's ideas are important.

"The key to happy kids is happy teachers," is Hall's conclusion which explains why she also devotes energy to staff relations. "Human relations is so simple and so important," says Hall when identifying the minor details such as arranging for coffee and donuts for the faculty, fixing up the teachers' lounge, working with the student council on a teacher appreciation day, and organizing a secret friend week. The spin off effect for staff morale is incredible says Hall. These things can add up to a cohesive staff that works together, shares ideas, and is interested and able to work with kids.

JUNIOR HIGH and MIDDLE SCHOOLS

Seventh, eighth, and ninth grade are crisis years for many children. Students begin to drop out of school in seventh grade and attendance in many junior high and middle schools drops precipitously from the elementary levels. Statistics indicate that suspension is used the most for students in these schools.

Educators at Princeton Junior High in Princeton, and Perkins Junior High and Jennings Middle School in Akron have caused significant improvement in student behavior and motivation. A basic strategy in all three schools is to maximize teacher effectiveness and communicate high expectations for student and teacher behavior. These schools also help students with the transition from elementary school to the more open and independent structure of the typical secondary school through the middle school organization and/or team teaching.

Secondary schools tend to be subject-centered; that is, there is a distance between teachers and students, and teachers define their responsibilities in terms of academic instruction to the exclusion of social, emotional, or personal development needs of the individual student. In these schools efforts are also made to modify the narrow academic focus of the subject-centered emphasis.

Some special programs are offered for children at this level who exhibit serious motivation or behavior problems. The Occupational Work Adjustment program offers a small number of students in most Ohio school districts an alternative education experience that includes employment. The Informal Truancy Intervention Project operating in two Columbus schools exemplifies a cooperative relationship between a social service agency and the schools as a way to increase resources in the school for working with children with serious problems. Both of these programs represent resources for helping schools to be responsive to children with a wide range of needs.

Perkins Junior High—Akron

"We have blamed kids for the deterioration of schools. Black kids have had to carry the most blame while getting a poor education," says Vera Cogan, a 30-year veteran of public education.

"Too many educators don't believe that inner city kids can learn or can benefit from their efforts, so they don't try. Children know early whether or not you believe in them. If you don't and your program is not strong, the kid will start his own program which can take apart the school.

The teacher's best defense is a strong program," explains Cogan.

The solution to discipline problems, motivated students and orderly schools is simple: "All it takes is an ambitious, good day's work from every professional in the school," says Cogan who is credited for turning around a number of crumbling schools in Akron including Perkins Junior High.

Today Perkins is a smooth running school. Attendance is 95 percent in this predominantly black (72.5 percent) school which enrolled 1,127 students in 1977-78. It is a traditional school with a traditional curriculum. The present principal at Perkins is Don Young, who attributes the ease with which his school day runs and the well dressed and well behaved students to Cogan who was principal from 1974 through the first semester of the 1977-78 school year.

Perkins has not always had a good reputation. The wealthy white families that are also served by the school sent their children to private schools. Attendance was low and students terrorized the neighborhood. At one time, students barracaded themselves into the cafeteria, fought, and demolished the place. The police had trouble breaking up the melee.

"The staff at Perkins was young and wanted to do a job, but there was no discipline in the school," explains Cogan who met with each staff member and with groups of teachers before school opened in 1974. "They said, if you will get the kids settled down, we will teach them. I did and they did."

On Cogan's first day at Perkins, classrooms were decorated and teachers were well dressed and at the door of their classrooms welcoming students. "We needed to let them know from the start, in a visible way, that this was a different place," explains Cogan who feels that many of these superficial steps are direct ways of communicating respect and high standards.

"Administrators must believe and the staff will believe," explains Cogan in reflecting on her role in the situation. In her view the administrator also has a major responsibility for helping teachers who are often isolated and lack feedback on their skills.

"You also have to be able to manage people, to be able to assess their strengths and weaknesses, and help them with their weaknesses. You can't be afraid to tell them when they are doing it wrong or to let them know that you know good instruction," says Cogan. In some cases, it means being willing to replace those who are unwilling to change. In order to act on this belief, Cogan spent most of her day in classrooms. She expected her teachers to be well organized and prepared, and never to miss school. Visits were unannounced. Great care was taken both to reward good instruction and encourage improvement. This helped keep the educators performing, which Cogan feels kept students performing, the school orderly, and attendance high.

The rewards for this approach were gratifying. Most kids could not stay away from school because, according to Cogan, "good education is exciting". There were some students, however, who did not fully comply with expected standards. Cogan felt it was her job to help teach these students new habits. In some cases, punishment was used. In most cases, behavior was improved by finding ways for students to belong. The school sponsored new clubs to attract all kinds of students and the staff found every way they could think of to give students a chance to help out and do something in the school.

Efforts were also made to find something special for those students who felt especially unaccepted. Each teacher, for example, was challenged to take under his or her wing a student who was especially unattractive and had the most trouble with friends.

"If we can't find some way to make kids want to succeed, we shouldn't be responsible for kids," says Cogan, who admits she lost sleep trying to think of constructive responses for her most difficult students.

Neighborhood vandalism also received priority attention. The school explained its expectations for student behavior and appealed to the student's sense of pride. Instead of pushing students out of school at the end of the day, the cafeteria became the "Perkins Pantry" and teachers sold candy and pop to their students. The friendly interaction between students and faculty as well as

the school improvement projects financed by the proceeds from the "Pantry" increased school pride and contributed to improved behavior.

The message was made clear to students: you carry the reputation of the school as you pass through the community, give us a good reputation. The positive side was accompanied by a willingness to enforce the idea. The principal patrolled the streets after school, picked up troublesome students, and drove them home. She used the opportunity to make personal contact with the students, let them know that she cared, and, in fact, made them realize she was willing to come to their homes. She had great success with this approach.

"Even with the most defiant kids you can find something that the kid wants and use that point to improve his behavior," observes Cogan based on her experience at Perkins.

Parents supported the rules and techniques used to create order. "Parents won't support a school that is going down the drain. They don't have time to support that and schools have failed them so often." Cogan's experience, however, shows that parents will "do something real for you" if you ask them and they know you are trying.

"It doesn't take more money; it takes determined people who care enough to make a difference," observes Cogan who attributes the positive atmosphere at Perkins to the classroom teachers who were never absent and consistently provided the strong program. The challenge for the administrator is to keep everyone honest and producing so that the high standards that are set are reached and maintained.

Jennings Middle School—Akron

Bells are heard only three times a day at Jennings Middle School. Additional bells would inhibit the flexibility required at Jennings where the school is divided into two houses each having a unit principal and a guidance counselor, each housing three of four learning teams, and each team arranging the day to fit its program. Teachers, not bells, determine when classes begin and end in each house.

The house organization is offered to help children with the transition from elementary

school to high school. Each house is the home base for three or four teams of seventh and eighth graders. A random process assigns students from each of the five feeder elementary schools to the teams and insures that students are exposed to a whole new set of children. There are about 115 students and four teachers assigned to a team which stays together for the two years at the school. This organization allows the students to know their team mates and to belong to a larger group than a single class, but saves the student from being overwhelmed by a large school. Students identify with their team and their house.

Jennings serves 750 students from a variety of ethnic and economic backgrounds. More than 30 percent of the students are black and most students experience their first integrated school experience at Jennings. In 1972, Jennings became a middle school. Overcrowding at Jennings Junior High and excess space in the area's senior high made conversion to a middle school serving two grades practical. The needs of this age group made the middle school and the house organization educationally desirable.

All children in the school participate in a short record keeping period in the morning followed by an activity period. Two days a week the activity period is dedicated to intramural sports or academic competition among teams selected from each learning team. The whole school participates in this form of team competition rather than in an inter-school athletic program. All students are encouraged to participate in at least one of the intramural teams as a player. Those who do not play are part of the crowd supporting their team. Grades and citizenship are criteria for participation. Principal Paul Gruich, who inherited the middle school last year, thinks the competition motivates many children to get to school and to work and provides the school some additional leverage for working with students because it is a privilege which can be revoked by the team teachers.

For the rest of the day, schedules vary considerably as students in each house participate in courses designed to meet their different educational levels. Any child reading below level will have time scheduled for the high intensity reading lab and all students have math labs two or three days a week. Students select courses in the creative arts. Each team has a teacher for English, math, science, and social studies. Additional instructors include two foreign language teachers, a reading specialist, and seven creative arts instructors.

Gruich is a salesman for the team approach and the middle school organization. He claims that teams give children a sense of belonging and pride and uses peer pressure in a constructive way. The team is also important for teachers.

"What makes a good school are good teachers. The teams make the teachers feel good because they are able to be successful," says Gruich. He feels that the teaching teams are essential to teacher productivity. Teachers no longer work alone. They have the help and support of other teachers who can challenge and help each other to grow. The peer sharing in solving problems, particularly with regard to difficult students, makes for better solutions and success. The teacher's increased control over the school day is also seen as a benefit.

Gruich's philosophy about education is, "We work with youngsters, the subject matter is secondary". The team approach is especially desirable because it facilitates this emphasis. "Our teachers know their kids like a book. It's so much easier to work on their problems when you know them," says Gruich.

In Gruich's experience, "If you give a good program and make teachers happy, discipline becomes secondary".

Princeton Junior High—Princeton

"Schools don't have to be what they are. They have the potential to be what we want them to be," says Terry Steele*, administrative assistant to the superintendent. As the principal of Princeton Junior High, Steele worked successfully to make his school something different.

There are about 1,200 students enrolled in the seventh and eighth grade at Princeton Junior

*Terry Steele died in December, 1978, shortly after this interview. We are glad to have the chance to share his ideas about education.

High. About 30 percent of these students are black. Princeton is a suburb of Cincinnati.

"Although Princeton is a relatively wealthy district and has excellent facilities, we have problems too. Our program needed direction. We had students who were not learning, teachers not performing as well as they could, and discipline problems," explains Steele. "Without good solid goals and a sense of direction and a good feeling about himself, the student will waste time in school. Schools can be part of the solution" says Steele, when explaining why he wanted to redirect Princeton Junior High. Steele became principal in 1975 and held that position for three years until health problems took him out of the school. His main project was to introduce team teaching into the junior high.

Discipline referrals to the principal decreased by 50 percent during the first year of team teaching at Princeton Junior High, explains Steele, because "the staff assumed much more responsibility for the behavior of their kids."

The team approach gives a group of four teachers responsibility for the basic instruction of a group of 120 children. In this case it increased staff responsibility for the use of resources, designing instruction, and solving student problems. The team confers with parents and works with each student to set behavior and academic goals. Teachers plan together and work on each child together breaking the individual teacher's isolation. The increased communication encourages teachers to share ideas and techniques for instruction. It also means that four people know each child well and can work as a group to solve problems. The system increases a sense of professionalism.

A number of curriculum and training changes accompanied the conversion to teams. The school's reading department led in-service training sessions for all team teachers in reading. The learning disabilities instructor provided similar instruction for the teachers. Increased teacher responsiveness reduced student frustration and trouble. The net effects were less trouble and a better system for handling the problems that did occur. As discipline referrals began to shrink, the assistant principal also benefited as his role became more professional and less oriented to disciplining children.

Steele cautions that changes are neither automatic nor insured by restructuring. "The team approach must be more than words. There must be real carry through, planning, and commitment. Things don't occur in just a year or two. It takes time. It's always easy to slip back."

Another element of the program at Princeton was to create a strong sense of school pride and to find ways for the students to feel that they were part of their school. Steele is very proud of the fact that the students undertook a fund raising effort to buy two kangaroos for the Cincinnati Zoo. This has real benefits in terms of student behavior: "You can handle things that come through the school unit if the kids see themselves as part of the education setting," says Steele. This may be at the heart of the whole effort to individualize and increase sensitivity and human concern between students and teachers.

School Truancy Informal Intervention Project—Columbus

"No one is out of school just to be out. School absence is a symptom of some other problems that might need attention," says Michael Folmar, an in-take worker for Franklin County Children Services.

Folmar is one of two social workers working in two Columbus junior high schools that have serious attendance problems. They are trying to address those other problems which school personnel frequently feel they lack the resources to address. The program is unusual because it is a cooperative effort between a social service agency and a school district.

School districts in Ohio may take students who are habitual truants from school to juvenile court. The school districts, juvenile court, and the youth services agency in Franklin County (the Columbus area) have developed a set of procedures for filing on students for truancy. According to that agreement, personnel at the school building, the district's pupil personnel office, and the county's youth services agency must all exhaust

their resources before the district may take a student to court for truancy. Folmar says this agreement has resulted in many fewer referrals to court. The School Truancy Informal Intervention Project tries to divert children from the court at the very first step in the process when the problem is the responsibility of school personnel at the building level.

"The victories are hard to see," says Folmar. Sometimes his work does not result in immediate changes in school behavior because there are so many other problems to address. However, he is satisfied that the group sessions that he and the guidance counselor conduct provide the school with a new way to address these problems. He is also satisfied that the increased attention to problem solving keeps some kids from the negative consequences of court involvement.

A major activity for Folmar is to negotiate truces between the students and the school. "The community and school have had bad feelings for a long time," says Folmar who feels positive that some understanding between the two forces is emerging.

An advantage of the cooperative project, according to Folmar, is that it has helped bring together the apparently divergent priorities of the school and social workers. He discovered that social workers have not given school attendance the kind of attention that school personnel would hope they would give it. This project starts to change that concern among the social workers involved while also paying attention to those larger problems that can prevent students from getting to school. The fact that the school is open to their assistance is a major step by the schools to bring those interests closer.

This effort to increase resources to kids by combining the efforts of agencies is supported by a Juvenile Justice Delinquency Prevention grant to Franklin County Children Services.

Occupational Work Adjustment
Innes Junior High—Akron

Every school has its marginal students: those who are poor readers, chronically absent, the behavior problem, the person who has trouble with peers, or the student who is affected by serious problems outside of school. Rejection is often found at every turn, so school is a painful experience. Special adult attention and careful programming can be a beneficial approach to a carefully selected group of students who might otherwise be completely discouraged by the regular school program.

Stan Gustely works with these students. He is the Occupational Work Adjustment (OWA) teacher at Innes Junior High in Akron and he and many other OWA teachers in schools all over Ohio have the job of finding jobs for students for part of the day and for helping them be more successful in school for the rest of the day. His position is supported by state vocational education funds. Gustely is responsible for about 25 students.

"The money (they make by working) is something these kids understand. It helps to motivate them and it lets them know that they are a success outside of school. In many cases their work experience lets them know they are accepted by some adults," observes Gustely. He is very proud of his kids, many of whom raise their grades and school attendance so remarkably after entering the program that they are able to have some real choices for their future. For example, every one of the students completing the program during 1977-78 who applied for admission to a vocational program was accepted because of their success in the OWA program.

"We aren't a success with everyone. But we have made tremendous changes in many kids' behavior," says Gustely.

SENIOR HIGH SCHOOL

Many of the children who experience repeated exclusion or were consistently absent from school in earlier years drop out of school by tenth or eleventh grade. For those who make it beyond this point, attendance rates are often low. Senior high attendance levels of 80 and 85 percent are not uncommon for Ohio schools. Large numbers of

students are also out of school because they are punished by suspension.

Many responses to motivation and behavior problems at this level are designed to prevent problems from occurring. Others are more drastic and are designed to help the student whose problems have accumulated over time.

Mansfield Senior High School, for example, is a traditional high school where a teacher advisement program is used to prevent problems by humanizing the school experience. Trotwood-Madison High School is another traditional school that exemplifies how administrative leadership, clear rule setting, and creating a variety of options can help turn a school around, prevent problems, and avert crisis situations. The School for Creative and Performing Arts in Cincinnati is a less traditional school where the specially designed curriculum and unique structure help to motivate students and provide leverage for working with problems. Worthington High School's Alternative Program is a second example of an alternative for a wide variety of students which suggests some new directions for secondary education that have benefits in terms of behavior and motivation.

The Center Program at Shaker Heights High School is an in-school suspension program designed to work with a variety of students who misbehave. It is more than a punishment response. The most drastic response to students who exhibit chronic problems is the alternative school or alternative program within a school. We visited a variety of these programs in Sylvania, Shaker Heights, University Heights, and Lucas County. Other similar programs exist in many districts that know something special must be done to recapture a small share of students with especially serious problems. The Lucas County Alternative Learning Center illustrates some of the elements common to programs that are effective with students who exhibit continuing motivation and behavior problems.

Teacher Advisement
Mansfield Senior High School—Mansfield

"All of us need to be positively stroked; students don't get enough positive attention," observes Ron Morvai, principal of Mansfield Senior High who believes, "Kids are good if you provide them with structure and meet their needs. We are not doing a very effective job of doing that."

In his experiences as assistant principal in charge of discipline, Morvai learned that high school just does not work for many students. He thinks the subject-centered focus of the senior high where the teacher maintains a distance from students and defines his/her role only in terms of academic subjects is part of the problem. In order to rectify this condition, Morvai has instituted a teacher advisement program. It is not seen as a complete solution to making schools workable for all students, but one response which Morvai hopes will increase the school's ability to respond to a variety of student needs, and get more students to buy into the education system.

There are about 1,420 students enrolled in four grades at Mansfield High School. About 25 percent of the students are black. Students come from middle class and low income backgrounds. The school has three full-time and one half-time school counselors for a ratio of one counselor to 400 students.

The teacher advisement program is designed to humanize the school situation by increasing opportunities for relationships between staff and students. The advisor becomes the advocate for his/her advisees in the school and a go-between with the home.

Each staff member including the principal is a mini-counselor, making the ratio of advisor to student one to 18. Each advisor is released from class for one hour of the week, but the hour rotates each week so that students don't miss that teacher more than once during a grading period. During this release time the advisor meets with three or four of his/her advisees to consult primarily on educational and career planning. Other problems, however, may be discussed and referrals may be made to others with more expertise in a problem area. The program is still evolving and next year the advisement program will be offered through a homeroom period.

The program also mandates that the advisors hold three consultations a year with the parents of

their advisees. Parents of high school students rarely get an overall view of how their children are doing because the student has so many different teachers. The advisor program means that there is one person who has some knowledge of what is going on in the school life of that student. This makes parent contacts more feasible, gives parents a place to go with their concerns, and improves the relationship between the home and the school, a necessity for relating to the young person on more than the academic level.

When the program began in 1978-79, the staff identified the grade level they would like to advise and the students chose the faculty member for their grade level with whom they would like to work. In almost every case students were able to work with one of their top two choices. The advisees will stay with their advisor through the four years of high school which will allow each student to be involved over the long run with at least one adult.

The program is only in its first year so the effects are hard to gauge. There are individual incidents of teachers negotiating punishments for their students and parents calling advisors instead of the principal which indicate that the program is taking hold. Despite some faculty resistance to this new role of counselor, the process is in motion. The next issue is whether it works to decrease alienation and improve school participation.

School for Creative and Performing Arts—Cincinnati

Jane Sublette left a parochial school to attend sixth grade at the School for Creative and Performing Arts (SCPA), a public school in Cincinnati. At the time there were 150 students enrolled in grades four through six. Now there are 1,000 students in grades four through twelve. Sublette is now one year from graduation and wants to be a doctor. Although the school and her interests have grown and changed, she is happy that she was educated at this school. She is particularly satisfied with the quality of instruction and relationships in the school. "We know our teachers so well. They are our teachers, but they are something more. There is mutual respect from working together," she explains.

The arts focus means that students and staff are involved in endless rehearsals, and performances in the school and the community. The school day is an hour longer than other schools in order to include both the academic and the arts curriculum, and performances require many hours of work beyond the school day. More time together, the out-of-class context, and professional relationships that exist between students and adults mean there are diverse opportunities for understanding, teaching, and learning.

"What we are talking about is personal commitment," summarizes William Dickinson, a musician and the school's principal. He is referring to the commitment that comes from both students and faculty and is expected if students are to strive for excellence as students and artists. The arts demand constant work and both students and faculty respond to that demand.

"Hiring is contingent upon full-time involvement," says Dickinson, who warns new teachers about the school's style. There is no extra pay for the extra time required to make the program run. This seems to work because, according to Dickinson, "the kids turn on the faculty" and "don't cooperate with teachers who lack full time involvement". This means that the principal rarely intervenes in teacher performance. Many teachers love the school, and those who don't leave, says Dickinson.

A major benefit of that commitment level from both students and teachers according to Dickinson, is that students have good attitudes toward their teachers. "How can you hate someone you work with four nights a week?" he observes.

Other benefits are high attendance levels, about 95 percent in 1978-79, (although tardiness is high due to transportation problems), minimal discipline problems, responsible students who make it to performances, and achievement levels beyond expected levels.

Admission to the school is based on a demonstrated interest or talent in the arts. Students audition for admission. Enrollment is about half

black and half white. Testing for academic skills occurs after the student enters the school and a variety of courses are offered to help students in academic trouble. More than half the students enter the school more than two grade levels behind.

The fourth through twelfth grade school structure creates administrative problems, says Dickinson, who thinks that the benefits, particularly in terms of student motivation and behavior, far outweigh the costs. He thinks that the multi-aged structure makes the school like an extended family which helps with student behavior. Older students, who frequently help instruct younger kids, see themselves as role models for the younger students which motivates them to do well and behave well. The benefits to the younger students are high standards and cues for positive behavior.

The nine year school means that students experience a consistent school philosophy and the educators are more accountable for a good school experience. There is no one else to blame if students leave the school with inadequate academic or professional skills. The exposure to the wide range of ages also gives the faculty a more developmental understanding of children. This is particularly beneficial for older students whose human needs are often forgotten in the subject-oriented secondary school, says Dickinson.

The school program is also a source of motivation for students and parents. The school offers something that students and parents want and students participate out of choice. This motivates students, results in strong parental involvement, prevents problems, and is leverage for administrators when working with students.

In addition, the professional focus involves teaching the basics for success. Those include a commitment to excellence, an ability to make tradeoffs, and good manners. Students must work hard, be willing to do their academic work so that they may do well in the arts too, and behave. One result is that students achieve at a higher level than one would expect.

Dickinson hastens to point out that punishment is another resource that he uses to motivate and discipline students. He has a paddle which is used sparingly, but used nonetheless. He suspends students. There are three special rules beyond the general rules for the district which if violated result in suspension from school: destruction of the work of a fellow artist; rudeness as an audience or a performer; and failure to complete class work. During the 1978-79 school year three students were suspended for violating the special rules and 20 others were suspended for all other violations, the major being drug use. This is one of the lowest suspension rates in the city.

The class of '79 is the first graduating class. Dickinson expects that about 5 percent of all graduates will lead lives in the arts. Long term careers in the arts are not the only benefits for having a specialty school.

Trotwood-Madison High—Trotwood

Four years ago Trotwood-Madison High School became a four year school. More than half the students were new at the time, and the school had experienced an increase in minority enrollment. A fight between a black student and a white student became a crisis that closed the school and led to the departure of the principal. Order was regained, security guards were hired, there was lingering hostility and a sense that control was gone.

Lentini Combs had been an assistant principal for five years before that incident. Combs accepted the principalship on the condition that an assistant principal be hired to replace the security guards, and that she be able to hire a black person to fill that position. The school serves 1,500 students from two working class communities adjacent to Dayton. The enrollment is about 29 percent black and 71 percent white.

A clear cut set of policies regulate student behavior, particularly fighting, alcohol and drug use, and smoking. The policies are tough and enforced widely.

"You must be realistic about kids' behavior," observes Combs in explaining the school's smoking policy. She does not think that it is realistic to expect students who smoke not to do so during the school day. On the other hand, the school cannot support smoking and smoking in restrooms is

intolerable. The school therefore, created several smoking areas outside the building, and designated times for their use if parents approve. Students who violate these rules are susceptible to suspension. Combs and other administrators do not hesitate to enforce the policy because some realistic options have been provided.

In order to make sure that school work is not seriously interrupted, the school created an in-school suspension (I.S.S.) room. Teachers send assignments to the office which are then taken to the I.S.S. The isolated room may handle about 20 students at a time. While it does little to prevent future misbehavior, it keeps students in school. During the first semester of the 1978-79 school year there were a total of 1,014 suspensions, 651 of which were served in the I.S.S. The in-school suspension program saved students 1,235 school days that would have been lost if out of school suspension had been used. The bulk of the in-school suspensions, 70 percent, and all suspensions in the district are for attendance related offenses: class cutting, tardiness, and truancy. The principal is aware that these are major problems that still need attention and that suspension has not solved them.

School administrators have taken constructive steps toward preventing problems at Trotwood-Madison, so things run smoothly and the crisis has faded. Work can now be done on the other problems facing the school.

Worthington High School Alternative Program—Worthington

"We are trying to help students be self-directed, perpetual learners," explains Barbara Laird, teacher/coordinator for the Worthington High School Alternative Program, commonly referred to as the A.P.

The A.P. opened its doors in the Fall of 1973 as an experiment. The district agreed to offer this option as a way to relieve the overcrowding at the high school and to satisfy local interest in providing more educational options. The only constraint was that educating children in this program could not cost more than the regular high school program.

The A.P. is now an ongoing and permanent program of Worthington High School. It is housed in a converted elementary school about a mile from the main campus of Worthington High School in this upper middle class suburb of Columbus. Any student who wants to try another

educational style may apply. A random draw is used to choose which applicants will fill the 160 positions in the school.

The school has a relaxed atmosphere and allows students to earn high school credits in a number of ways. They may establish a work contract with a faculty member, participate on an equivalency schedule where the student plans his own way of fulfilling 30 hours of learning a week, or the student may participate in a traditional classroom. The school offers student taught classes where the staff certifies the student/teacher's work, as well as an interim program for two weeks in the winter and spring where students focus intensively on specific areas of interest. All students keep logs on their efforts which are used in student evaluations. Those who do not account for their work do not receive credit. Student led town meetings are held twice a week to deal with school decisions. At the start of each semester this time is used to advertise student initiated courses and to recruit participants.

While about 10 students a semester return to the regular school because they are unable to handle the high level of independence and self-motivation, the program is effective with a large share of the kids. **"This situation makes some students more motivated than in the other setting: the sense of independence, the intellectual challenge, and the small setting where there is constant communication with staff makes some students work harder, develop better interpersonal relationships, and feel better about themselves than they would in the other school," explains Laird.**

The Center
Shaker Heights High School—
Shaker Heights

"Some of the kids whom we see have had problems since first grade. The majority, however, are showing the pangs of growing up. They are involved in horseplay or exercise bad judgment," explains Suzanne Bassett, the teacher/director of the Center, an in-school suspension program at Shaker Heights High School.

"I'm not interested in good or bad behavior, but behavior that is productive versus non-productive. Students need to be in control of their behavior or they will be manipulated," explains Bassett. This is the basic message that is communicated to kids through the Center's multi-faceted approach to both academic and behavior problems.

Violators of every suspendable offense in the school except for drug offenses are suspended to the Center. This includes fighting, forgery, truancy, insubordination, harassing other students, smoking in the wrong place, and verbal abuse. There are rarely any out of school suspensions for these offenses. Following the normal due process procedures for a suspension, the student is assigned to the Center which will take a maximum of eight students. If all positions are taken, the school will delay the suspension until there is space. There were an average of 22 suspensions a month during the 1978-79 school year and the average duration was for three days.

The Center also accommodates students for part of the day who are having trouble in a class and who can spend their time more productively in a neutral environment. It is used to prevent suspension. The third category of student who can be found at the Center for part of the school day is the student who previously had been assigned to the Center but returns for study halls. The Center can also be used by any student as a self-help service when academic or personal problems arise.

Students who are suspended to the Center arrive at 8:00 a.m. The first two periods are spent working on assignments for the classes that they are missing. At various times of the day, Bassett, another teacher, and a math tutor provide one on one academic assistance. A specialist in reading and study skills is also available during two periods of the day. The final class period is spent in a group discussion of behavior and a variety of school survival topics. Throughout the day points are given to reward appropriate behavior. Those who accumulate enough points are released from school a half-hour early.

"Kids know immediately if adults care or whether they are getting on their back because of their need to use power. When they find out that we are on their side and we want them to succeed,

they are cooperative. These students really respond," observes Bassett.

Many students find long term assistance while in the Center. Students are recruited into a reading improvement course, or sign up for tutoring in courses with which they are having difficulty. The Center staff works closely with the Push For Excellence program in counseling students about academic, career, and psychological resources available which might help make school survival more feasible and enjoyable. Many students take advantage of the high school's Job Placement Center for help in obtaining after-school jobs.As Bassett observes, "We have 20 people who really care about kids to whom we can refer these kids for more help. The chances are high that somewhere someone can relate in a meaningful way with these kids and make a difference."

The Center remains involved with the student after the suspension has been served. Every two weeks all of the students' teachers complete an evaluation and progress form for each of these students. Bassett holds conferences with each of the students to let them know how they are doing. Not only does the student know that someone cares, but it helps to identify if more help is needed. Many of the kids really enjoy the conferences, says Bassett, because they "enjoy the positive feedback".

Many of the students return to their classes and change their academic and social behavior. Bassett does not claim full success but is pleased, "We have seen some kids make tremendous changes. We have given them the possibility for different kinds of behavior. Some kids are learning how to succeed."

The Center is in its second year at Shaker High. Federal Emergency School Assistance Act (desegregation) funds support Bassett and an assistant. Additional resources used by the Center are part of the normal resources available in the Shaker system. There are 1,600 students enrolled in this largely upper middle class community and 33 percent of these students are black.

Bassett says some people object to the

program because it is "too easy on the kids." Her response is simply, "Someone has to stop and work with these kids or they will be someone else's problem later on".

Alternative Learning Center—Lucas County Board of Education

The Alternative Learning Center (ALC) sponsored by the Lucas County Board of Education works with students in four local school districts who are disgruntled with their regular high school program and are not doing well. A whole range of kids from those with behavior and learning disabilities to drug users, serious truants, those in need of remediation and referrals from the court participate in the program. These students are from schools in Anthony Wayne, Springfield, Ottawa Hills, and Washington Locals.

"The advantage of the alternative setting is that the mode of teaching can match the student's need at that particular time," explains the ALC's teacher/coordinator Will Loeffler. "It is one option that can help."

The school has four full-time teachers and serves about 100 students. The program combines work and school. Half the day is spent in pursuit of high school credits while the other half day the student is employed.Small classes, emphasis on decision making skills and understanding values and goals, attention to the effects of individual behavior on the group, and energetic teachers are major ingredients of the ALC program. Family counseling is also part of the school's activity. Finally, the students have a strong community spirit and esprit de corps which Loeffler feels is important to these students who have essentially been outcasts in other situations.

School counselors or the court may recommend that students attend the ALC, but the student and his/her parents must choose to participate, and a committee in the student's school district and the ALC staff must accept the student's application. This process is designed to prevent the school from becoming a "dumping ground" for any student whom a school is having trouble serving. There are limited spaces and it is not a school for every student. The most disruptie student or the student who is unwilling to try will not be admitted.

Loeffler has observed significant changes in attendance patterns (for many students going from 0-80 percent attendance), grades, attitude and self-esteem. Behavior changes from simple courtesy to attitudes toward authority figures and work behavior are indicators that the program has had a positive effect. Changes in families are also apparent and parental attitudes toward education have improved markedly.

The ALC opened its doors in March, 1978. So far, some students have graduated, others have returned to their home school with highly improved attitudes and behavior, while others remain at the school with a long way to go in improving behavior.

The ALC is responsible to the Lucas County Board of Education which officially sponsors the school while the sending districts grant their students credit for their work at the ALC. The $180,000 program has been funded largely through CETA and two private grants.

Summary

These schools indicate that discipline does not have to be an overriding crisis in public schools; that the racial or economic characteristics of the student body of a school do not determine whether things run smoothly or badly; that excluding large numbers of children from school does not need to be the primary resource for creating order; and that expensive special programs are really not the place to look for solutions.

These examples illustrate that there are some tangible things that schools can do to make the school run well, serve children and prevent problems. These are the things that should be pursued in finding solutions to school discipline problems. They are things that can be accomplished in any school by most committed educators who apply their skills and respect students.

While expensive special programs are not needed, the answers are not cost free. Expenditures are needed that support sound educational programs, and attract skilled and dedicated pro-

fessionals. Adequate and secure salaries must be guaranteed to all staff if basic morale and productivity are to be maintained. Additional expenditures for a sufficient supply of administrators and support staff, in-service training, and planning and curriculum development are some of the basics which should be financed to make schools orderly.

Two basic approaches to school motivation and discipline problems are notably successful in these schools. One adds special programs for children who exhibit discipline and motivation problems. The second prevents problems by attending to the details of providing quality education throughout the school. While special programs can be very effective for working with a select group of children, they are not a panacea for resolving most discipline and motivation problems. They must not be substituted for making sure that the school, the educational program, and teachers are functioning constructively and to their highest potential.

The schools in this study, both those with special programs and those taking the comprehensive approach, share two basic elements: they work to insure high levels of teacher performance; and they find ways to translate the idea of a child-centered institution into reality. The results of these factors include: motivated teachers, a strong education program, high expectations for student performance, educators who are willing and able to work with parents, and consistent and constructive responses to student behavior. With these resources in place, behavior is an on-going concern but not an overwhelmingly negative problem. They create the environment for children to grow and to be motivated and self-disciplined. By addressing these basics, many problems are addressed and changes are made at a relatively low cost.

Some Specifics for Creating a Child-Centered Institution

A major point of tension in educational philosophies exists between the subject-centered and child-centered approach to education. The subject-centered approach implies that the teacher's role is to present material for students to absorb. There is distance created between the teacher and student. The child-centered school is sensitive to individual student's learning styles and their psychological and cognitive readiness for learning. Subject matter is sequenced and packaged with the learner in mind.

A common characteristic of the schools in this study is that they try to make a child-centered education a reality. Since the child-centered approach is typical of elementary education, it was done most completely in the elementary schools in this study. But the secondary schools here are special because they acknowledge that the child-centered approach is equally important to the secondary student. These schools, including the alternative schools and special programs, are primarily designed to add some of the sensitivity and elements of the child-centered approach into the secondary school.

For the most part, it is the attitude of the administrators and teachers toward the educational process which determines just how child-centered that school is. It may be reflected and institutionalized in a number of ways.

1. Communicating respect to students.

A basic attitude in the child-centered institution is that children are capable learners. This is communicated through a variety of subtle cues. The appearance of the school building or of staff are two visible ways that an attitude is created about the importance of the school experience and of the child.

2. An educational program that focuses on individual needs.

Individualization is a much talked about and highly desirable concept in public education which has been hard to realize. A number of effective schools give this concept reality. The alternative high school programs give it meaning by providing education to a small number of students with a fairly low student-teacher ratio. Programs are designed for each student and easy access to adults

is insured. Team teaching, multi-aged group classes, and flexible scheduling have allowed for increased individualization in instruction in a number of elementary, middle, and high schools that are not alternatives.

3. School organization and programs that increase adult knowledge of students and student knowledge of adults.

The traditional organization of elementary schools allows one teacher to know one class of students very well. This usually enhances that teacher's ability to respond to those students. The fact that teachers work in specific subjects in secondary education means that teachers deal with more than 150 different students a day, are unable to know their students very well, and are responsible for only one period a day of that child's school experience.

Team teaching or assignment to a learning community, and the organization of teams of students are two basic organizational changes that have been added to the junior and senior high as a way to increase adult knowledge of students.

These changes have also given students a chance to relate to a fairly small group of students within a large institution and to belong to a group. Reduced anonymity and increased teacher knowledge and responsibility for students have helped solve problems with increasing responsiveness to a variety of student needs.

The ungraded and team taught open classroom in the elementary school is another organizational change which increases the number of children that elementary teachers are responsible for and gives the child the benefit of having a variety of adults to relate to in the school setting.

A student advisement program, the conversion of homeroom to a daily advisory period, class time dedicated to problem solving for the class, time out space and group guidance are additional ingredients found in these schools designed to improve adult-student relationships and attention to the student's personal needs in the school setting. Finally, the school program and curriculum can maximize student-adult interaction as a way to relate to this need.

Some Specifics for Maintaining Teacher Performance

Teachers have the most contact with students during the school day; they communicate expectations to students, structure materials and learning activities, and create the environment for learning. They are the major ingredient to the process. The key to quality lies in assuring effective teacher performance.

1. Rewarding Quality.

Many teachers are self-directed and motivated; but for that effort to be sustained, it must be rewarded and supported. Many of the principals in the schools we visited recognize this and give priority attention to teacher performance. They try to motivate excellence in their staffs by setting an example in their own behavior and treatment of teachers, children, and the community. They also spend time in classrooms which communicates to teachers their concern for performance and provides the data needed to help weak teachers and praise strong ones. These principals are not afraid to set high expectations for their teachers and to reward and recognize quality when it is delivered. These things have significant effects on teacher performance.

2. Attention to staff morale.

Where staff morale is low, problems are sure to exist. While attention from the principal can be helpful for supporting effort and thereby maintaining morale, a variety of human relations activities are also helpful. Many people in the school may bolster morale by providing coffee, decorating a teachers' lounge, arranging parties and informal gatherings, or finding ways to solve problems. Uneasy financial conditions for the school district create serious morale problems which are much more difficult to cure than the problems emerging from the daily routine.

3. Breaking isolation.

While the individual teacher's skills and performance are important, time and energy are also committed to helping teachers be an effective staff. In many of the schools, teachers and admini-

strators alike seek group approaches to planning and solving problems. Breaking the individual teacher or administrator's isolation is an important ingredient for an integrated program, problem solving, and motivating and strengthening individual staff members. It is done formally in schools with the team teaching approach and in those with participatory management arrangements. Informally, this was addressed through simple planning sessions and staff meetings. In one school the teachers took responsibility for this need and found their own system for breaking down isolation and working together as a staff. All of these approaches increase the teacher's responsibility for the school's effectiveness which increases their sense of professionalism and helps motivate teachers to do their best. They almost always require extra time and commitment from staff, something which needs financial support if it is to be institutionalized.

4. Schools that seek and respect parental involvement.

These educators do not use gimmicks to gain the support and interest of parents. They understand that parental support for and involvement in the child's education, the school program, and the child's success and failure increases the school's ability to work with individual children. They open their schools, invite adult assistance and opinions, listen to parents, take their concerns seriously and try to respond. In turn, parents support the school's efforts to educate their children.

5. A wide range of responses to student misbehavior.

Some students misbehave even in the best schools under the best circumstances. The adults in child-centered schools are willing to provide individually designed responses to misbehavior in order to solve problems if the behavior is a symptom of other needs or to increase student responsibility for their own behavior. They use suspension and paddling sparingly, if at all. This does not mean that they are "soft" on discipline. Their responses generally confront the student and give the student an opportunity to find better ways of acting. These educators take every opportunity to help the child develop a sense of responsibility for his/her actions, and to act constructively in any situation regardless of the presence of rules or adults to make them behave.

The techniques for teaching self-discipline are not surprising. The main characteristic is that they take time and a willingness for the adult to make the most of a bad situation. Consistent responses, dedication to explaining what is not acceptable and why, and a willingness to challenge the student to respect the rights of others creates the environment in which a variety of responses other than suspension and corporal punishment can be used to improve the behavior of students. Student ownership of rules and the consequences for their failure to comply, special attention to solving problems in non-violent ways, recognition of feelings, space for students to retreat, and an ability to get cooperative and consistent support from parents are all elements of this approach.

6. School size.

Many secondary school educators in this study were concerned that the size of their schools created problems for their students. While an optimal size is difficult to identify, many of the schools in this study are small (range between 400-800) and appear to face fewer obstacles in providing a child-centered school experience.

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